

Acknowledgements

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- **Vikki Garrett-Meade for designing the skill posters**

Stage two spelling program

Lesson one

Resources

- Spelling test
- A bag containing a mixture of appropriate words for the class to spell phonetically
- Feel your mouth poster
- Sound grids laminated and white board markers

Introduction

- Why is it important for us to be able to spell?
- Why is it important to be able to write things down?
- We are going to learn strategies to help us be better spellers. Even good spellers can become better spellers.
- We will have fun, and we will work hard.

Do spelling test- for a record of spelling skills and improvement. Test could be a school designed one, or a commercial one such as The South Australian Spelling Test.

Specific teaching

- What strategies or plans do you use when you are not sure how to spell a word?
- The one most people use is sounds. Most people sound words out when they don't know how to spell a word.
- The real name for using sounds is phonological spelling.
- Give some examples- such as spelling amazing, and individual.

Whole class practice

- Student chooses a word from the word bag. Say the word out loud. Ask some one to put it in a sentence first and check vocabulary understanding and use.
- Student then chooses volunteers to try and sound the word out.
- Teacher- tell the class that it is OK not to just rely on your ears. Sometimes our ears don't hear the word, but our mouth can always feel the sounds. If we listen and feel our mouth, and then write down what we hear and feel, we might get the word right.
- Point out that if we know how to spell a word that sounds like the word i.e. sock and block, we can use the parts we know and the sound out the parts we don't know.

Group 1

Group 2

Group 3

Working with the teacher and using sound grids, sound out the attached list of words. Remind students to feel their mouth as well as listen to their ears. Note- double letter sounds that make one sound i.e.- ch go into one box.	In pairs, students face each other. One student chooses a word from their list and tells their partner. The partner tries to sound the word out and write it with whiteboard marker in sound grids. Then they check to see if it is right.	In pair use the word list to sound out words on a piece of paper (no boxes).
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Wrap up

- Is there a way that rhyming words could help you sound out unknown words? If you can spell a word that rhymes with it, you may be able to spell the word that you don't know.
- Can we sound out all words? No some words just have to be remembered. These are called sight words or visual spelling. In a few weeks we will learn some tricks to help us remember tricky sight words.
- What did we learn today?
- How can this skill/strategy help you to be a better speller?
- Practice this through the week and I will ask you next week how you went.

Classroom follow up ideas for week 1

- **Play big word little word each day i.e.- Grandfather.** Put the word on the board and students find smaller words (With letters in order not mixed up). Underline the smaller word and see how many words students can find.
- Remind students in writing and spelling activities to feel the sounds their tongue says.
- Display strategy signs and remind students to use them.

Word bag list

Unless	instead
interest	different
computer	program
without	however
travel	subtract
understand	respect
finish	finalist
present	collect

Words taken from "Teaching Spelling K-6" pages 51 and 52

Group one word list

next	under
between	back
with	less
more	spider
below	them
then	just
these	those
along	chat

Words taken from stage one lists on pages 48 and 49 of “Spelling strategies for K-6”

Group two words

prism	edge
identify	share
multiply	identify
estimate	escape
settle	mine
while	yet
female	occupy
habitat	dinner

Words taken from stage two lists on pages 51 and 52 of “Spelling strategies for K-6”

Group three words

prism	besides
despite	energy
electric	expect
annoy	minister
planet	employment
product	discount
compete	variety
consider	relax

Words taken from stage three lists on pages 55 and 56 of "Spelling strategies K-6"

Sound grids

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Sound grids

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Stage two spelling program

Lesson two		
Resources <ul style="list-style-type: none"> • Syllable poster • Syllable cards • Laminated syllable cards • Mixed up syllables and target practice stencil p. 78-79 "A sound way" • Sound chart 		
Introduction <ul style="list-style-type: none"> • What did we learn last week? • Did anyone try to use the strategies? • Did they work? • What was phonological spelling? • Today we will continue. We will learn about and practice syllables. What are syllables? They are kind of like beats or rhythms in a word. 		
Specific teaching <ul style="list-style-type: none"> • Model clapping out syllables (use attached list from "A Sound Way") making sure words with different amounts of syllables are clapped. Share syllable poster with students. Point out that a lot of syllables often start with a consonant. 		
Whole class practice <ul style="list-style-type: none"> • As a class clap out syllables. Have different students lead the activity. 		
Group 1	Group 2	Group 3
Working as a group with the teacher students use syllable cards to count syllables. Students then practice clapping their spelling words out and try to spell them using syllables.	In pairs students try to clap out and mark the syllables on laminated syllable card. Stencil- target practice	Stencil- mixed up syllables Try to find the word with the most syllables (dictionary can be used)
Sound practice <p>Using a chart, students play o and x against the teacher. Use the sounds ai, a-e, ay, eigh, ch, sh, th and wh (or sounds from weekly spelling list).</p>		

When students get a sound right they get to have a go of o and x. Be very careful to have students give pure sounds.

Wrap up

- What was the biggest word group three found? What does it mean?
- What did we learn today?
- How can this skill/strategy help you to be a better speller?
- Practice this through the week and I will ask you next week how you went.

Classroom follow up ideas for week 2

- Play big word little word each day.
- Practice the sound chart each day for a short time. Point out those sounds in classroom activities.
- In spelling practice and writing, model and encourage students to use syllables.

Syllable cards

Put lines in each word that show where the syllables are.

caterpillar

carpet

teacher

kindergarten

supermarket

acrobat

reindeer

dinosaur

tap

summer

disappointing

aeroplane

cat

danger

hamburger

Syllable cards

Put lines in each word that show where the syllables are.

phone

orchestra

watermelon

competition

consideration

swimming

violin

obviously

intellectual

accomodation

tomato

textbook

mum

disco

history

Syllable cards

Put lines in each word that show where the syllables are.

disagree

volcano

misunderstood

intellectual

disobey

himself

Sunday

dad

maybe

alligator

wriggle

never

civilisation

mineral

Stage two spelling program

Lesson three

Resources

- Flight path, rhyming snap and rhyming challenge (From "A Sound Way")
- Vowel change (From Adrian Bruce web site) <http://www.adrianbruce.com.au>

Introduction

- What have we learnt so far?
- Has anyone been using the strategies?

Specific teaching

- Sometimes a sound is made up of more than one letter. Can you think of any examples? Write list on board.
- Refer to sound chart- how can we remember the sounds that different letter combinations make?
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Whole class practice

- As a class practice the rule- when two vowels are walking the first one does the talking even if there is something in between (good time to also reinforce bossy e rule)
- Examine some words to see if the rule works i.e.- train, pea etc.
- Do you know any other tricks that letters and sounds can use?- Silent letters. Ask student to list any silent letter combinations they know. Display and discuss silent letter chart.

Group 1

Play flight path
And rhyming snap with teacher supervision.
Ask how the skills they are practicing could help them to become better at spelling.

Group 2

Vowel change

Group 3

Rhyming challenge and then vowel change

Sound practice

Sound chart noughts and crosses using a sounds from last week and add ow, oe, ough, o-e

Wrap up

- What did we learn today?
- How can this skill/strategy help you to be a better speller?
- Practice this through the week and I will ask you next week how you went.

Classroom follow up ideas for week 3

- Play big word little word each day
- Display strategy signs and remind students to use them
- Practicing sound chart
- Underline letter/sound combinations in spelling words
- Point out letter combinations and sounds in big books, stencils and reading texts. This helps students to generalize the skills

Stage two spelling program

Lesson four

Resources

- Morphemic poster
- Prefix peg games from "Folder games for phonics plus"
- Prefix suffix Rummy easier version made by Janey Walker
- Prefix Suffix rummy (source unknown)
- Sound chart

Introduction

- What have we learnt so far?
- Has anyone been using the strategies? Have you noted any interesting letter/sound patterns this week?

Specific teaching

- Today we are going to start learning about morphemic words.
- Share and discuss morphemic poster
- What do you think a prefix is? Explain and as a class list prefixes
- What do you think a suffix is? Explain and as a class list prefixes

Whole class practice

- How could knowing about prefixes help us to spell hard words? If we break the word into its parts and concentrate on one part at a time, we will find we can spell some parts already, and then sound the rest out. Once you know how to spell the common prefixes/suffixes, you will be able to use them over and over.
- As a class go through the meanings of some prefixes and suffixes. As a class fill in the laminated prefix suffixes cards. Discuss any difficult ones.
- Display sign with the meanings of the prefixes and suffixes.

Group 1	Group 2	Group 3
With teacher play "Cycle away prefixes" and "Lizard Tails Suffixes"	Prefix suffix rummy easier version	Meaning of prefixes stencil using a dictionary If time- prefix suffix rummy.

Sound practice

Sound chart noughts and crosses using o sounds from last week. Add one of the a sounds and then ee, ey, ea, e-e, ei

Wrap up

- What did we learn today?
- How can this skill/strategy help you to be a better speller?
- Practice this through the week and I will ask you next week how you went.

Classroom follow up ideas for week 4

- Point out prefixes and suffixes
- Allow time to practice group games
- Practice sound chart
- Remind students of the strategies when ever they need to spell
- Revise and model the skills when ever possible in different curriculum areas

Stage two spelling program

Lesson five

Resources

- Visual spelling poster
- Homonym games made by Vikki Meade
- Sheet or card to write tricks kids use
- Homonyms poster
- Does it look right strategy poster

Introduction

- What have we learnt so far?
- Has anyone been using the strategies? Have you noticed prefixes and suffixes in words this week? Did you see any interesting letter/sound combinations? How can you use prefixes and suffixes to help you spell?

Specific teaching

- A few weeks ago we mentioned sight words. Can anyone remember what they were? Display poster. Words we need to know by memory. This is actually called visual spelling. Some words can't be sounded out, we just need to remember the order that letters go in, or some little tricks.
- Does anyone have a trick they use to help them remember tricky sight or visual words? i.e. because: boys eat crunchy apples under shady elephants, see: ee is like two eyes. Write down any examples the students give, to display in the class room and use in your teaching later.
- One really tricky for of visual spelling is something we call homonyms. Has anyone heard of homonyms? Display poster. Homonyms are words that sound the same, but can be spelt differently and have different meanings.

Whole class practice

- Make a list of all the examples the students can think of. How do we know which one to use? Sometimes we remember, but sometimes we need to use our eye. Does it look right? If it doesn't it might be spelt wrong.
- Sample sentences on OHP, board, cards or stencils (which ever is easier for you) to practice does it look right, and how can we work out if it is the right word?

Group 1

Group 2

Group 3

Homonym sentence match	Stencil and/or Homonym sentence match	Stencil and/or Homonym sentence match
Sound practice Sound chart including some of last weeks sounds, plus i.e., y, ight and i-e sounds.		
Wrap up <ul style="list-style-type: none"> • What did we learn today? • How can this skill/strategy help you to be a better speller? • Practice this through the week and I will ask you next week how you went. 		
Classroom follow up ideas for week 5 <ul style="list-style-type: none"> • When writing, reading or discussing words that have more than one meaning, ask the students, which one is it? How do you know? How do you remember that? • Remind students to ask themselves- does it look right? 		

Name: _____

Date: _____

Homonym stencil group two

Which word is right for the sentence?

There Their They're

1. That is _____ dog not mine.
2. Ohh _____ you are!
3. _____ leaving for France tomorrow.

Through Threw

1. I accidentally _____ the ball at the window.
2. I went _____ the green door.

Too Two To

1. Can I come _____?
2. I am going _____ the movies today.
3. Could I please have _____ apples?

Sea See

1. I can _____ you!
2. Whales live in the _____.

I Eye

1. _____ love you.
2. My _____ hurts.

Which Witch

1. The wicked _____ wears a black hat.
2. I am not sure _____ shirt to wear today.

Fowl Foul

1. That is a _____ smell!
2. I _____ is another name for a chicken.

Name: _____

Date: _____

Homonyms group three

Write an interesting sentence using each of the words. If you get stuck you can use a dictionary.

1. Bare

2. Bear

3. Sun

4. Son

5. Fate

6. Fete

7. Cell

8. Sell

9. Meet

Stage two spelling program

Lesson six

Resources

- Etymological spelling poster
- Etymological match race cards
- Cardboard chart of etymological words

Introduction

- What have we learnt so far?
- Has anyone been using the strategies?

Specific teaching

- Today we are going to start learning about etymological spelling. This means words that are used from other languages. One example is tri like tricycle. What do you think tri means? Three. Tri comes from the Latin language and we use it in our language.
- Can anyone think of any other words that might do the same thing? Make a list of all of the etymological words that the class can think of.
- As a class try to fill in a cardboard chart of root words, meanings and examples (a sample chart to copy is included in this program)

Whole class practice

- Play a girls verses boys, or table verses table game of etymological race.

Group 1

Play etymological spelling snap after going through the race again with the teacher.

Group 2

Stencil

Group 3

Stencil and dictionary activity.

Sound practice

Chart with some past sounds revised plus ow, o-e, oa, oe, ough.

Wrap up

- What did we learn today?
- How can this skill/strategy help you to be a better speller?
- Practice this through the week and I will ask you next week how you went.

Classroom follow up ideas for week 6

- Take notice of root words in everyday use.

- Display a chart of etymological words.
- Play noughts and crosses using etymological root words only- see if students can give a word that is built on the root word.

Etymological spelling

Using the dictionary, find three words for each root word.
Look at the meaning of the words and try to work out what the root word means. Write the meaning of the root word.

Aqua 1. _____ 2. _____ 3. _____

What do you think Aqua means? _____

Cent 1. _____ 2. _____ 3. _____

What do you think cent means? _____

Avi 1. _____ 2. _____ 3. _____

What do you think avi means? _____

Oct 1. _____ 2. _____ 3. _____

What do you think oct means? _____

Geo 1. _____ 2. _____ 3. _____

What do you think geo means? _____

Aero 1. _____ 2. _____ 3. _____

What do you think cent means? _____

Bi 1. _____ 2. _____ 3. _____

What do you think cent means? _____

Etymological spelling

Look up the words that you are given, and try to work out what the root word meaning is.

1. unicycle

2. unit

3. univalve

I think uni means _____

1. monologue

2. monotone

3. monotomy

I think mono means _____

1. biology

2. biography

I think bio means _____

1. circle

2. circumference

3. circulate

I think circ means _____

1. geology

2. biology

3. theology

I think ology means _____

1. repeat

2. reverse

3. recycle

I think re means _____

1. submerge

2. submarine

3. subway

I think sub means _____

Group two stencil

Stage two spelling program

Lesson seven		
Resources <ul style="list-style-type: none"> • Visual strategy poster • Editing stencils 		
Introduction <ul style="list-style-type: none"> • What have we learnt so far? • Has anyone been using the strategies? Has anyone noticed that spelling is getting easier? • Whose responsibility is it to practice and use the strategies? Can teachers make you do it? It is your responsibility to use the skills we have been learning. They are like cheats for a Play Station game- they help you to get further along. 		
Specific teaching <ul style="list-style-type: none"> • We have mentioned visual spelling and sight words a few times so far. What are sight words? What is visual spelling? Sight words are words we need to just know and automatically write- visual spelling is spelling those words- words that we can't sound out and just need to remember. • Today we are going to practice our visual spelling, and all of the other skills we have learnt, by trying to do some editing. 		
Whole class practice <ul style="list-style-type: none"> • As a class, look at an over head practice example. Ask students- how can we identify words that we think could be spelt wrong? Use our eyes first. If it looks wrong it might be wrong. • Go through the examples and underline words that students think are spelt incorrectly. • How do we work out the correct way to spell these words? We can use the spelling strategies we have learnt, the charts around the room, a dictionary, our own knowledge and the knowledge of our partner. • Practice editing the spelling of some of the passage (note- focus on spelling correction.) 		
Group 1	Group 2	Group 3
Overhead or stencil as a group with the teacher. Identify incorrect words and	Stencil in pairs	Stencil in pairs

attempt to correctly spell them.		
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Sound practice

Sound chart noughts and crosses revising several of the sounds covered so far, include tion, sion, au, or and aw.

Wrap up

- What did we learn today?
- How can this skill/strategy help you to be a better speller?
- Practice this through the week and I will ask you next week how you went.

Classroom follow up ideas for week 7

- Display a lot of words around the room
- Make a chart of frequently miss spelt words
- Remind students of strategies at any opportune moment
- Practice sound chart
- Revise skills and strategies

Editing

My name is Ruby. I am ten yirs owd. I like riding my bik afta school. I hav brown hir and brown eyes. My litle bruv's name is Max. He is to yirs owd. He has blak hir and blu eyes. He is cute but he is a pane sometimes. He is very noysy and cris at nite time. My mum ses "Its O.K. Max. don't cri." My dad ses "Giv him a botle then he wil be quite." I just blok my irs and tri to go to sleep. It is a bit harde, but if a tri really hard I fall aslep afta a wile.

Last week we wnt to the movis. We sor a movi called Hoodwinked. It was so funy. I lafed a lot at the silly thins the wulf did. I liked when the gerl kickd the wulf. She was very brav. I want to sea the movi agen.

When we wnt mum left Max at hom wif grandma. He likes grandma. She gives him choclt milk in his bottle when it is slep time. They aways go four a wak to the park. Max likes the swings, and he likes to be pshed hi. I don't like to be pshd hi. It is a bit too scawy. I like the slippy dip. If it is a hot day my bottm gets beernt, so it is best if I were my jeans. It is really fun whn there is a puddl at the bottm of the slippy dip, and I fall in and get wet.

Stage two spelling program

Lesson eight

Resources

- Strategy posters
- Assessments both self assessment and same assessment used in lesson one.

Introduction

- What have we learnt so far?
- Has anyone been using the strategies? Has anyone noticed that spelling is getting easier?
- Are there any particular strategies that you have found useful?
- Today we are going to do the same spelling test as the one we did at the beginning of term. We are going to see if we have learnt any spelling strategies that will help us to be better spellers, and see how we feel about our spelling.
- Complete assessments.

Specific teaching

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Whole class practice

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Group 1

Group 2

Group 3

Sound practice

- Make a chart with a wide range of the sounds covered and play noughts and crosses.
- If there is time, allow the students to choose from all of the games used during the program for a play time (not in their groups)

Wrap up

- Discuss as a class- we have learnt a lot. We won't have these lessons each week now, but we will talk about them when ever we need to. Who has the responsibility for your learning and use of the strategies we have learnt? It is yours. It is your job to work on this. If you want to become a good speller, these strategies will help you to continue improving and spelling difficult words.

Classroom follow up ideas for week 8

- Revise strategies, skills and practice them regularly, reminding and

praising students for their efforts.

- Make a sound chart and some of the games from this program and the books on the reference list in your reading program. Many of the skills are needed for reading and spelling.
- Have free access to dictionaries.
- Display a lot of words around the room.